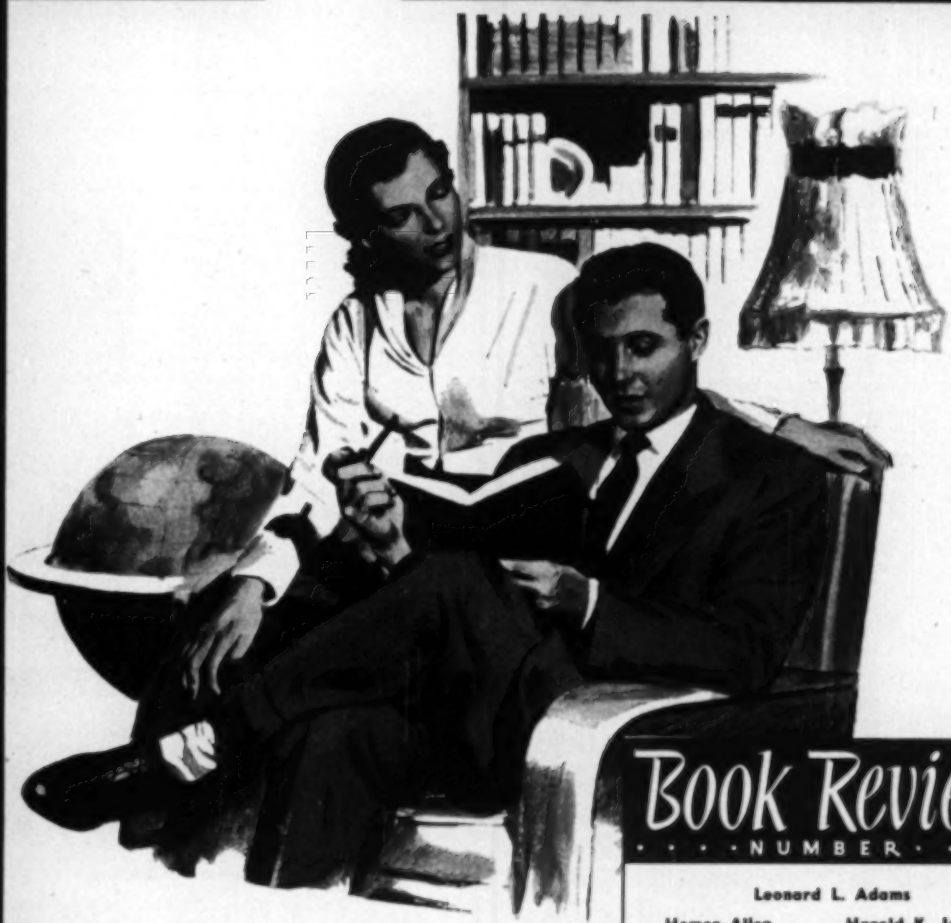
SAFETY

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Two Sections · Section One



Book Review

NUMBER

Leonard L. Adams

Homer Allen	Harold K. Jack
G. E. Damon	Helen Manley
H. G. Danford	Ben W. Miller
Floyd R. Eastwood	Russel A. Perry
Ruth Evans	Herbert J. Stack
Fred V. Hein	Vivian Weedon

The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

SAFETY EDUCATION is the official publication of the School and College Division of the Council.

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SAFETY

Volume XXXI
No. 7
Section One

Education

• • *A MAGAZINE FOR TEACHERS AND ADMINISTRATORS*

EDUCATIONAL PRESS ASSOCIATION OF AMERICA

CHARLES W. TAYLOR, *Editor*
C. H. MILLER, *Advertising Manager*
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Over my shoulder

THE 1951 TRAFFIC FATALITY toll of 37,500 lives was one of the four highest in the records. Fourteen per cent more elementary school children, age 5-14, were killed in traffic last year than were killed in 1950.

Deaths resulting from all types of accidents were 93,000, an increase of 4 per cent over 1950. Motor-vehicle deaths were up 7 per cent over the 35,000 of 1950. Public non-motor-vehicle deaths totaled 15,000, an increase of 7 per cent over 1950. Deaths from occupational accidents amounted to 16,000, an increase of 3 per cent. Home deaths were unchanged at a total of 27,000.

Those injured by all accidents numbered 9,100,000; the dollar cost was eight billions.

These figures are all preliminary estimates. They may be revised because some persons, fatally injured, have not yet died. They may be revised because the reports from some states did not cover the full year. Previous estimates, however, have not varied more than 1 per cent from the final figures.

Changes, classified by age groups, were:

Fatalities, All Accidents

Age Group	Per Cent Change
Under 5	+ 3
5-14	+11
15-24	— 2
25-44	+ 6
45-64	+ 6
65 Over	+ 4

Fatalities, Motor-Vehicle

Age Group	Per Cent Change
Under 5	+ 6
5-14	+14
15-24	— 3
25-44	+10
45-64	+12
65 Over	+ 8

This increase was approximately matched by the increase in mileage.

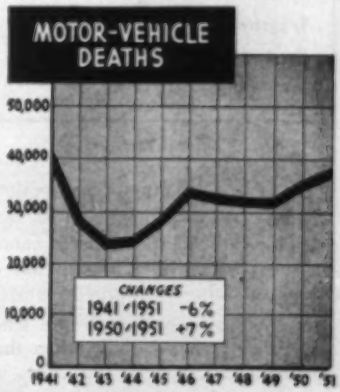
The full story is told on page 14.

The amount and quality of the publications in the field of safety education seems to me to be an indication of the maturation of the American culture. Safety education, if the phrase means anything more than anti-self-destruction, is concerned at least as much with the effects of heedless action upon some other person or persons as it is with the effects upon the actor.

You may, if you wish, speak of this as socializing the individual, as does William M. Devonald, editor of the *Newsmagazine* of the New Jersey Vocational and Arts Association, or you may, with Paul A. McGhee, New York University, writing on The Moral Challenge of the Safety Movement in *The Journal of Educational Sociology*, speak of it as the moral imperative.

However you speak of it, you recognize that you are, in this the most changing of all changing ages, introducing a new factor in the nurture of your pupils: "Your careless actions may hurt others."

Just how much this new factor permeates our system of formal education is demonstrated by the range of titles of the books reviewed in this issue.





New Mexico Plan for Bus Driver Training

by MARJORIE F. MARTIN

New Mexico School Bus Accident Report
1949-50 School Year

Accidents	2
Fatalities	0
Injuries	0
Property damage	$150

—Editor

EACH YEAR OF TRANSPORTING New Mexico school children safely to and from school means another year of concerted effort on the part of New Mexico bus drivers and school officials.

No job connected with the schools carries with it more responsibility than that of transportation, consequently no effort is too great to insure the safe and economical operation of this phase of the school system.

Realizing this, the school transportation director and the New Mexico school bus drivers, with the cooperation of school officials, have put into effect a training program which has received national recognition. Annual death tolls on our nation's highways are grim reminders of the necessity for continuous attention to this problem.

The entire New Mexico school bus driver training program is cooperatively sponsored. It is under the direction of the New Mexico Western College, in Silver City, in cooperation with the state department of vocational education, the division of transportation of the department of education, and the New Mexico School Bus Drivers' Association. The instructional staff is supplied by the college which, in

MRS. MARTIN is director of school bus training for the New Mexico Department of Education and an instructor at New Mexico Western College.

turn, is partially reimbursed by the vocational department. The division of transportation schedules classes in the various counties of the state and prepares material and pamphlets for distribution to all of the drivers.

A very important role has been played by the drivers themselves since it has been through the organization of their county and state safety associations that much of the interest in and desire for a better training program has been developed. Participation in the program has been purely voluntary. Because of this, we are proud of the fact that ninety per cent of the drivers have completed at least the twenty-five clock hours of the basic course.

Training sessions are held all year around throughout the state. Each year a state-wide summer institute is held for all drivers who wish to attend. This constant attention to the safety of our school children makes the program not only better and more complete but also makes safety education a never ending, continuous process.

Timed for Drivers' Convenience

Our program might be divided into the seven following phases:

1. Basic course of 25 clock hours.
2. Advanced course of 36 clock hours.
3. Follow-up meetings of 10 hours.
4. County association safety meetings.
5. District association safety meetings.
6. State association safety meetings.
7. Summer institute of 40 clock hours.

The basic course is made available to drivers during the regular school year. The course is given in the various counties at times best suited to the majority of the drivers in the county. Because the basic course is held on home grounds the drivers are able to drive their regular routes without interruption and attend the classes during the day. Topics covered in the basic course include:

Need for driver training;
Qualifications of a school bus driver;
Sound driving practices;
School bus standards;
Maintenance of equipment;
Responsibilities of the school bus driver;
Keeping a sanitary bus;
Rules and regulations governing school bus operation.

The areas are covered by means of classroom discussions and demonstrations. Objective tests are given and upon the successful completion of the course each driver is awarded a certificate of achievement.

The advanced course is open to drivers who have successfully completed the basic course. The advanced course includes participation in classroom discussions and activities and the completion of a special project in transportation problems involving at least ten clock hours of independent study and research. As a result of this work, done by the drivers in the advanced courses, the division of transportation has accumulated a great deal of material on driver qualifications, rules and regulations, school bus standards and similar items for state adoption. After the material has been adopted it is published as a pamphlet and copies are given to each driver in the state. A special, advanced certificate of achievement is given to all the drivers who complete the course.

Because a majority of the drivers in the state have completed at least the basic course it was believed necessary to initiate a follow-up program in order to keep them informed about new laws and regulations and other new information pertinent to safe transportation. This program offers two days of instruction and review and is given in the various counties during the regular school year.

Another important part of our follow-up program has been the organization of safety associations on a county, district and state basis.

The purpose of the organizations, as adopted by them, is: "To provide safer and more efficient training facilities for the school bus drivers of New Mexico; and that one of the main goals



The author, her assistants, and some of the 205 bus drivers attending, posed for this picture at the 1951 New Mexico Summer Institute for School Bus Drivers.



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MRS. MARTIN is director of school bus training for the New Mexico Department of Education and an instructor at New Mexico Western College.





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the New Mexico Department of Education and an instructor at New Mexico Western College.

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of the association shall be the study of safety practices as they affect school bus transportation, and making available to the drivers the best that has been developed along these lines." Association membership is open to all school bus drivers and approved substitute drivers.

Each county has its own association which meets four or five times a year to discuss pertinent problems and to hear guest speakers.



Maintenance Mechanics is one of the courses made available to bus drivers attending the summer institute at Silver City.

District associations meet each spring in conjunction with the district meetings of the New Mexico Education Association. An attempt is made by each of the nine district chairmen to provide a worthwhile program. The district meetings also offer an opportunity for the drivers of the various districts to get together to talk over common problems.

The state school bus drivers' association meets each October for a two-day session. The meeting is held at the same time chosen by the New Mexico Education Association. Authorities in safety, both state and national, are invited to participate. Policies and recommendations from the county and district associations are submitted to the meeting for approval and action.

Perhaps the highlight of the whole training program is the annual summer institute. It is held on the campus of New Mexico Western College. All of the facilities of the college are open to the bus drivers. Some indication of the worth of the institute may be seen in the fact that each year, so far, shows an increase in enrollment over the previous year. About one-fifth of the drivers in the state enroll.

The program is comprehensive. Specialists from the state and out-of-state act as instructors and advisors. The National Safety Council has a representative there. An expanding program offers something new each year for drivers who attend year after year.

Basic and advanced courses are offered for the benefit of newcomers. In addition, courses are scheduled in standard first aid, advanced first aid, maintenance, mechanics, public relations, child psychology and in school transportation problems. Any driver who has completed the first two courses may enroll in two advanced courses.

Modern testing equipment is used in all institute courses. Some equipment is used to discover physical limitations which might affect a driver's performance. The driver knows that he may either compensate for the limitation through adjustment and change of driving techniques or see a physician for correction of the disability.

New Mexico ranks high in school transportation safety. It is reasonable to believe that the bus driver training program has played no small part in establishing the record but we also remember that no program can be efficiently carried on without the cooperation of everyone who has something to contribute. Among those who have helped make the program successful are the New Mexico Education Association, the state police department, the state highway department, the state motor

to page 38

Attitudes, knowledge and skills all are taught New Mexico's school bus drivers. This bus was stopped short of the mark.





747 Violations in One Hour

by DOROTHY H. SWEENEY

I was about to make a left turn from a one-way street, so I was in the left lane when the light turned red. My passenger said: "No car is coming so I'll get out while you have the red light," and she hastily slipped out the right-hand door. The policeman saw me discharging a passenger into the traffic lane.

"We have to get a new door for our new car," my neighbor told me. "A truck came along and side-swiped us just as Jim released the door catch. We are grateful, though, because in another second his foot would have been out the door and we couldn't buy him a new one."

My car door was not closed tightly and it rattled. The light turned red as I approached the intersection, so I set the hand brake and reached across the seat to slam the door. Before I was back in driving position an impatient driver behind me honked that the light had changed. A little flustered by the honking, I released the brake and shifted into gear. A 10-year-old bicyclist dashed in front of me, oblivious of his red light. Four motorists slammed on their brakes. I was grateful that the rattling door had delayed my get-away with the changing light.

What cold statistics had failed to do, three incidents in one week did for me. I became traffic conscious.

I was on my way to supervise the Girl Scout meeting at Guardian Angels school in Mt. Washington, a suburb of Cincinnati, when the bicycle incident happened. I called on the scouts wearing bike badges to review the laws and regulations required of those who wear the golden wheel.

All Girl Scout leaders try to include something constructive in each weekly meeting. Many fields are reached: crafts, industrial, domestic, personal, and civic. And all good leaders are alert for inspirations leading to projects applicable to their group of scouts. That night bicycles, cars, traffic police, Girl Scouts, and red lights were woven into the pattern for a project.

With the cooperation of the Rev. John H.

to page 22

MRS. SWEENEY is leader of Girl Scout Troop, 263, Guardian Angels school, Mt. Washington, Ohio.

12 reviewers discuss books on

Administration, Philosophy and Curriculum in Safety

PHYSICAL EDUCATION: ORGANIZATION AND ADMINISTRATION. Jay B. Nash, Frances J. Moench and Jeanette B. Saurborn; A. S. Barnes; New York, 1951.

Reviewed by Homer Allen, professor, division of physical education for men, Purdue University, LaFayette, Indiana.

This book contains a cross-section of the philosophies and ideals of the authors, especially those of Dr. Nash. As a result, there are several areas of the book which do not stick strictly to the implications of the title. There are also several very dogmatic statements, which will not bother the average teacher much, but which might well upset a college student.

For example: "This book takes the viewpoint that the administration of physical education is quite distinct from the administration of recreation or health education." One wonders if basic administrative techniques will not apply *anywhere*. Why try to make physical education so distinctive?

Another example: "Without a diverse play program there is no education."

My guess is that many college students would simply accept this statement as authoritative. My guess also is that the authors would welcome some disagreement with the statement. At least *I* disagree.

Chapter Two is a good summary of the place and function of agencies dealing with general physical education activities.

The idea presented in the summary of Chapter Six, that "the director of physical education becomes the community engineer" is typical of the apparent desires of the authors to elevate the community standing of the average physical educator. I found no mention of those physical educators who are primarily athletic coaches, and who wish no greater responsibilities. What does one do with such people?

One finally becomes conscious of the repetition of the words "democratic society." Example: "to develop, by physical education, individuals as effective members of democratic society." Can we not assume that ours is essentially a "democratic society," and not keep pounding on it?

One feels that much of Chapters Eleven and Fifteen belongs in a "methods" book, rather than one devoted to administration. Perhaps it was necessary to set the stage with methods, before going on to the other phases of the discussion.

Part Eight, *Special Problems* is timely and interesting.

The book is essentially good. One feels that it would be more effective for use by a graduate group than by an undergraduate group.

Basic for Phy. Ed.

PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOLS. California State Department of Education.

Review by Helen Manley, director, health, physical education and safety, University City Public Schools, University City, Mo.

Here is a new book which immediately gives the user confidence, not just because of its size of over one thousand pages but also because of the reputation of its authors and the years of trial and experience which preceded its writing. The long list of acknowledgments is evidence of the contributions of many teachers and professional leaders in the State of California.

This is a very comprehensive volume. Part One gives the reader an excellent background in understanding of the elementary school child and the basic sciences on which physical education is built. It also contains careful analyses of the relation of physical education to the rest of the curriculum with special consideration to the related areas of health, safety and recreation. The teacher and administrator alike are helped in their understanding of the kinds and importance of facilities and equipment and are shown methods of planning, teaching and evaluating the daily physical education program.

Instances of note are these: On Page 16, where the importance of safety is emphasized, a warning is given against incorporating fear by this statement, "It is true that children should and must live adventurously." On Pages 25 and 30 there is a definite outline of the characteristics of children and a very intelligible explanation of the biological needs of children, while in a brief form on Pages 39 and 40, the basic principles of movement and their importance in skill teaching are explained.

Part One is not only invaluable to the teacher-in-training and in-service, but may be a constant source of information to the administrative and maintenance personnel. Philosophy is accompanied by such practical information as playground surfacing, layout of school grounds and of equipment needs for different types of schools and different age levels of children.

Part Two describes a progressive physical education program for boys and girls in grades one through eight. An analysis of the skills that should be developed in the primary, intermediate and upper grades precedes the listing of activities. In succeeding chapters many games, rhythmic activities and stunts are described for each grade and others are listed on the end of the chapter. The appendix also includes additional references and lists of supplementary material.

This book, which has been adopted for use by the teachers in the public elementary schools of California, should be a valuable one for the library of every elementary school and teacher education institution.

Taking a Camp?

THE CAMP COUNSELOR. Reuel A. Benson, M.D., and Jacob A. Goldberg; McGraw-Hill; New York, 1951.

Reviewed by Ben W. Miller, department of physical education, division for men, University of California, Los Angeles.

Organized camping is a rapidly growing field of professional service which educators, physicians, and religious and recreational leaders have definitely recognized as having positive inherent values. Much of the actual experiencing of these values by campers depends upon the personality, skills and other leadership abilities of the camp counselor.

The sub-title of this book is *Responsibilities and Opportunities in Promoting Physical, Mental, Emotional and Social Well-being of Campers.* The authors, assisted by six well-known professional leaders and a consulting editor, have admirably followed this theme throughout the fourteen chapters. They have presented the major areas of concern needed to be fully appreciated by camp counselors if they are to serve intelligently and efficiently.

The approach, style and arrangement of the chapters add to the essential orientation of the counselor in the camping movement, to his understanding of the needs of the camper as an individual and a member of a group, and to

his various responsibilities to the campers entrusted to his care and guidance.

The positive approach is taken in the authors' viewpoint that the counselor is not primarily a leader of activities but a leader of children and youth whose needs are to be met through a wide range of experiences. Specific information and suggestions are given for meeting everyday camping problems. Emphasis is placed on counselors knowing what problems may arise, what they should and can do about them and what limitations they may place on themselves. These presentations include interpersonal relations, legal provisions, health maintenance, communicable disease control, medical agencies, emotional and personality problems, handicapped campers, behavior problems, social hygiene, and socialization.

Several features make the publication especially adaptable as a classroom text for instructors, students and workers in the field. The summary of each chapter is followed by an especially helpful section on representative questions and answers. Additional sections on practical things to do and suggested readings are well integrated with each chapter. The appendixes cover a wide range of helpful supplementary materials including a selected list of additional references, a directory of organizations associated with camping, a visual-aids bibliography and a comprehensive index.

In being the first book to be written from the point of view of educating camp counselors and others who come in contact with children and youth in camps, regarding their physical, mental, emotional, and social needs, it is timely and worthwhile contribution to the professional literature.

A Standby Revised

HEALTH IN SCHOOLS. 20th Yearbook, 1951 revision; American Association of School Administrators. Washington, D. C.

Reviewed by Herbert J. Stack, director of The Center for Safety Education, New York University.

The fact that five additional printings have been required of **Health in Schools** to supply continued demand is clear evidence as to the quality of the **Twentieth Yearbook.** The 1951 revision, more than the 1942 yearbook, pays special attention to the needs of the individual child. The discovery of health problems, the correction of defects, the building of healthful attitudes and the prevention of health problems are emphasized in this new publication.

The thirteen chapters discuss the various phases of the school health program, including such subjects as health obligations, problems, mental hygiene, responsibilities of the elementary and secondary schools, and special and adult education.

Since the yearbook was designed primarily for the guidance of school administrators, it is altogether fitting that it should end with four pages of good advice to administrators: "Mr. Superintendent—Your Health."

Just as the **Eighteenth Yearbook, Safety Education,** had so much to do with encouraging sound programs of safety education, **Health in Schools** should prove most useful in "showing schools their increased obligations and opportunities with respect to health."

The Functional Approach

THE CURRICULUM IN HEALTH AND PHYSICAL EDUCATION. Leslie W. Irwin; C. V. Mosby Co.; St. Louis, 1951.

Reviewed by Harold K. Jack, supervisor of health and physical education, safety, and recreation for the Commonwealth of Virginia.

"If safety is not taught; it is impossible to establish proper attitudes and habits. Neither the child nor the adult can form the right habits and attitudes without first knowing the factors involved. Consequently, education is the first and foremost step toward safety."

The book emphasizes a functional approach to safety education. In great detail it develops the relationships that exist between the health instruction program and safety instruction, and suggests that because these areas are closely related that it is comparatively easy to combine the teaching of them. In developing the curriculum and suggesting procedures for health, physical education, and recreation from kindergarten through the college, safety implications are indicated and in addition considerable emphasis is placed upon safety instruction through direct instruction, either in safety courses or in courses such as health and safety. The various opportunities inherent in the program for wise and effective integration of safety instruction throughout the school are emphasized.

The part to be played by the health and physical education instructor is stressed not only to illustrate how safety instruction can be included as a vital part of the offering in this

area, but also to show how necessary it is to consider the safety factors in developing a strong and effective program in health and physical education.

Throughout the entire volume, emphasis is placed upon the need to harmonize the total educational process, so that physical development and mental development coupled with satisfactory adjustment to life's situations, will facilitate and enhance the growth and development of the child toward the goal of a useful and productive citizen.

The author has prepared a fine guide for use in developing school health, physical education, and safety programs.

For New Coaches

FOOTBALL TECHNIQUES ILLUSTRATED. Jim Moore and Micoleau Tyler; A. S. Barnes; New York, 1951.

Reviewed by Floyd R. Eastwood, chairman, Injury and Fatality Committee, American Football Coaches Association and dean of men, Los Angeles State College, and Leonard L. (Bud) Adams, football coach, Los Angeles State College.

The two authors have fortunately combined their coaching and illustrating ability to an unusually fine degree. The book is especially well adapted to the beginning coach and the high school or college player. The directions and illustrations are sound football.

As would be expected, some techniques explained are not in accord with all coaches' ideas. This might be illustrated by the authors' explanation of a "looping line." We find better success with a step and charge rather than the hop and shiver used by Coach Moore. However, if one man would try to put down the different techniques of even one maneuver by our coaches, dozens of books would be required rather than one. There is no doubt but that many coaches use Moore's technique.

Only one really serious omission was noted, which was a lack of stress on the safe way of performing each technique. In light of our injury and fatality studies, the position of the player's head while he is performing all types of activities is of major importance. Some additional material on proper fitting of all equipment should have been included.

In general, this is an outstanding book for beginning coach and player, even with the indicated suggestions mentioned above.

First AAHPER Yearbook

DEVELOPING DEMOCRATIC HUMAN RELATIONSHIPS THROUGH HEALTH EDUCATION, PHYSICAL EDUCATION AND RECREATION. 1st Yearbook, American Association for Health, Physical Education and Recreation; Washington, D. C., 1951.

Reviewed by H. G. Danford, director of physical education, The Florida State University, Tallahassee.

When 45 people are involved in the writing of a single publication it is remarkable that the job is done at all. When it is done exceedingly well the feat becomes almost a miraculous one. The AAHPER deserves high commendation for the production of this excellent book—its first yearbook.

The authors addressed themselves to the task of answering these two very timely and challenging questions: (1) What are democratic human relations; and (2) How may they be developed? The first question is answered extremely well in the opening section of the book entitled "Basic Point of View." Especially do the chapters by Hearn and Cassidy, and the section by Williams constitute outstanding contributions to the literature of these fields. As an example of the quality of these contributions this excerpt from the material prepared by Jesse Feiring Williams is submitted:

"Let the sponsors of physical education have deep convictions about the tremendous importance of vigor and vitality in peoples; let them assert time and again, and everywhere, the strategic and imperative role of muscular activity in development, but let them guard against an unworthy exclusiveness that leaves them devoted to strength with no cause to serve, skills with no function to perform, and endurance with nothing worth lasting for."

The second question is answered perhaps as well as our knowledge of how the human organism learns will permit the authors to answer. A separate group attempted to answer this question for each of four different age groups, children, adolescents, older youths, and adults. Minor defects in these sections include a failure to agree in some instances on a common terminology, a considerable amount of duplication, an uneven quality of writing, and a few glaring inaccuracies such as the statement on page 435 that "the United States will

have not less than 150 million people by 1980," when the 1950 census reports 150,555,595 people now.

However, the defects are few and minor. The publication, in general, is excellent and establishes goals which the profession will be fortunate to reach within the next twenty-five years.

Commercial Schools

A Guidebook for Automobile Driving Schools. J. Duke Elkow and Samuel P. Messer *editors*, with an introduction by Dr. Herbert J. Stack; Center for Safety Education, New York University; New York City, 1952.

The guidebook is for operators of commercial automobile driving schools. Content is indicated by these major sub-divisions: organization and administration of automobile driving schools; materials and methods of classroom instruction; and methods of instruction in the car. A bibliography is included. Such a book fills a long felt need.—M.T.

For Healthy Children

Health Observation of School Children. George M. Wheatley, M.D., and Grace T. Hallock; McGraw-Hill; New York, 1951.

Reviewed by Fred V. Hein, Ph.D., consultant in health and fitness for the American Medical Association, Chicago.

More than merely a guide for health observation of school children, this book provides teachers with authentic material on the health problems of children and furnishes essential information on human growth and development. Its chief purpose of helping teachers to become skilled health observers remains in the foreground throughout the text. Needed background information is carefully related to this goal and is introduced in a functional way so as to provide basic understanding of the health observation process.

In the introductory chapters there is a wealth of practical information on such general topics as observing the whole child, how the whole child grows, and thoughts, feelings, actions and reactions of children. Information on what teachers should see in relation to more specific health problems is covered in units having to do with heart and circulation, respiration, digestion, skin, hair and nails, eyes and ears, and muscles, bones and posture.

The presentation is enhanced by excellent illustrations and a clear direct approach that avoids unnecessary technical language. Sources of additional materials including appropriate visual aids are listed in the appendixes.

The authors have succeeded in making health observation an appealing and challenging assignment for the teacher and one well within her abilities and a definite part of the educative process. The task of the teacher is not difficult; it never involves medical diagnosis, and includes only the detection of changes in the normal appearance and behavior of a child which seem to indicate the need for referral to a health specialist. This responsibility of the teacher supplements and reinforces but never replaces the obligations of the parents for the health supervision of children. As a text in teacher education institutions and as a ready reference for teachers now on the job, this volume should fill a real need.

Where Personality Counts

Leadership in Recreation. Gerald B. Fitzgerald; A. S. Barnes; New York, 1951.

Reviewed by Russel A. Perry, superintendent, Wilmette Recreation Board, Wilmette, Illinois.

Leadership in Recreation by Gerald B. Fitzgerald, director of recreation training, University of Minnesota, is, as the author states, "a book designed chiefly as a college text book for professional courses in recreation and physical education."

It deals primarily with the recreation worker and the activities program. It could also serve as a review of a field of endeavor for those who feel they might be interested in recreation as a life work, although it does not touch on such administrative responsibilities as finance, facility development, or maintenance practices.

The approach to the leader and the activities program is well defined. After establishing the human need for recreation and reviewing the field generally, Fitzgerald describes the able leader in his chapter on *Qualifications, Concepts and Methods of Leadership*. When he says, "This relation between leadership and personality is important to leaders in all fields of endeavor, but to recreation personnel it is particularly meaningful. Recreation leadership, more than leadership in any other field, depends almost exclusively on personality rather than the compulsion of fear, apathy, prestige, or other non-personality factors," he is calling

attention to one of the prime factors of success in the field of recreation.

The functions of the recreation leader are described in terms of their relationship to participants rather than to the activity. This treatment makes the book a valuable guide for many groups responsible for some phase of the broad recreation program, and not just reference material for the experienced recreation leader.

The author goes into considerable detail on the "how to do" problems of recreation leadership. He describes methods of conducting meetings, determining interests, conducting discussion and club groups, as well as the use of volunteer assistance and the planning of conferences and institutes.

The fact that books such as this one are being written clearly illustrates the growing importance of recreation to the individual in the American pattern of living.

Mr. Allen Disagrees

JIM KONSTANTY. Most Valuable Player Series. Frank Yeutter; A. S. Barnes; New York, 1951.

Reviewed by Homer Allen, professor, division of physical education for men, Purdue University, LaFayette, Indiana.

To Mr. Average Q. Phan, who must have a hero to worship each year, this book might supply the hero. A very temporary hero, to be sure; but to some people it is easier to buy a book than it is to clip articles out of a newspaper.

It is perhaps a sad indication of the decline of our national sport that a pitcher *not considered good enough to be a starter* should be voted the most valuable player in his league. Perhaps a book should be written asking "What has happened to our pitchers?"

I am quite sure that Mr. Konstanty was and is a deserving person. I am sure that Mr. Yeutter did a thorough job of including all the nice things that could be written about Mr. Konstanty, his manager, and the Philadelphia Baseball Club. I am also sure that the publishers thought that such a book would be financially successful, even as had been its predecessors.

However! In my opinion, one outstanding job by anyone does not merit the writing of a book extolling that person's wonderful characteristics. Most of us are judged by our over-all records, not by a single performance.

Therefore, I can see no need for including this book in the average library. It adds nothing to what we have already read about such things as perseverance, overcoming bad breaks, competitive spirit, and all the other qualities that supposedly mark the outstanding athlete.

This business of writing books has to stop somewhere. Why not a book about the manager of the year, the catcher of the year, the bat-boy of the year, the FAN of the year, and so on? And *someone*, I am sure would read them all, because America has forgotten, if it ever knew, how to be discriminant in its reading.

Revised and Improved

RHYTHMS AND DANCES FOR ELEMENTARY SCHOOLS. Dorothy LaSalle; A. S. Barnes; New York, 1951.

Reviewed by Ruth Evans, supervisor of health, physical education and safety. The public schools of Springfield, Mass.

The revised edition of Rhythms and Dances for Elementary Schools by Dorothy LaSalle provides the field of physical education with one more valuable tool. This book in its original edition served classroom teachers and teachers of physical education in elementary schools for many years. The new edition should be even more valuable.

The change to a smaller size makes the book less cumbersome. The quality of print, both in prose and manuscript, is excellent.

Chapter One has been rewritten. This chapter presents a very brief history of dance but what is more important is that it provides teachers with a very clearly written set of teaching suggestions.

The book contains a tremendous amount of rhythm and dance material which is clearly and simply written. The dance descriptions are easily understandable. The quality of music for general rhythmic activities is excellent.

Not Preaching—Teaching

A BOY AND HIS GUN. E. C. Janes; A. S. Barnes and Co.; New York, 1951.

Reviewed by G. E. Damon, Assistant Professor, Colorado State College of Education, Greeley.

This book reads much like a story, which, to a high degree, it is. The author has woven

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Make Each Child a Member of Safety Patrol

by GRACE I. CRAWFORD

SAFETY becomes everybody's responsibility rather than the responsibility of a few when every child is a member of the safety patrol.

That was one of the reasons that led us to set up a patrol program whereby every boy and girl from the fifth through the eighth grades takes his or her turn as a member of our safety patrol.

Fifth grade children start their patrol careers by taking charge of kindergarten dismissals. The patrol escorts the beginners across all dangerous intersections and, for the first six weeks of the school year, takes each kindergarten child to his own street. There is a separate patrol for each dismissal.

Pupils of the sixth, seventh and eighth grades successively take care of all patrol duties exclusive of kindergarten dismissals.

Last year our enrollment was as follows:

Grade	Boys	Girls	Total
5	9	14	23
6	11	16	27
7	17	16	33
8	15	15	30

The duties are so distributed that each patrol member is on duty only once during the day. Girls have corner duties only when the boys have a four o'clock game or scheduled activity. Their duties are:

(1) Directing the games of small children on the playground between bells.

(2) Coat hall service in assisting small children. And,

(3) Main hall patrol, taking care of emergencies.

Boys are on corner duty between 8:40 and 9 A.M.; between 12:50 and 1:10 P.M.; and at noon and afternoon dismissals.

The patrol system was built up gradually. It is a device which we worked out to solve our problem. It might not work if imposed on another school.

We understand it.

Our teachers devised it and, therefore, believe in it.

For us it is satisfactory for the following reasons:

1. It seems to us to be democratic.

2. Everyone gets a chance to serve. It often brings out the executive ability of a retiring individual. If he were not pushed neither he, his associates nor his teachers would realize his potentialities.

3. It does away with a certain few holding positions of trust and, thus, attaining a false sense of superiority.

4. It develops an understanding of the patrolman's problems and leads to better cooperation.

5. It is less of a strain on those giving service.

6. It gives a fair share of game periods to all.

7. Safety becomes everybody's responsibility rather than the responsibility of a few.

GRACE I. CRAWFORD is principal of the Sheridan school, Elgin, Illinois.

Every Teacher Should Be A Teacher of Safety

by JOHN E. CORBALLY

"WHAT'S EVERYBODY'S BUSINESS is nobody's business" may be what's wrong with safety education in our schools today. Those of us who were privileged to attend the 39th National Safety Congress last October were impressed by the serious tone of the speakers at the last session on Thursday when the topic "Our Children Can Have a Safe Community" was discussed by four leaders representing public officials, education, industry and the National Safety Council. No doubt remained in the minds of those in the audience that these men were deeply concerned with the safety of the school-age child.

Yet we school people do not seem to be as deeply moved by the problem as we should be, if we are really interested in improving the accident picture for our teenagers. According to Accident Facts for 1951, the accident death rate per 100,000 population, 1950, in the 5 to 14 age group was 22.4 while the 15 to 24 age group figure was 56.7. The corresponding figures for motor vehicle deaths were 8.5 and 35.4. Apparently there is too little carry-over from the elementary school to the high school.

I would like to point out just two items from the last Congress that I believe point to the lack of real interest on the part of administrators and teachers in safety education in our schools. First, most of the Sunday meeting of the School and College Conference was devoted to a discussion of the publication program of the Council. Dr. Forrest Long ably presented the problem, especially as it involved SAFETY EDUCATION magazine. This, one of the most helpful of all publications in the field of safety, had a circulation of only 7,500 copies in 1950. Yet there are some 17,000 superintendents, 50,000 elementary principals, and 24,100 secondary principals throughout the country whose schools should be interested in safety. This limited use of the magazine seems to me to show a lack of interest on the part of our educational leaders.

Second, on the agenda for the Higher Education Committee meeting Thursday morning was the question "Should the Congress meeting of the Higher Education Committee be continued in the light of the very small audience it attracts?" Fortunately, the attendance at this particular meeting was the highest in years, so the meeting will be continued in 1952. But those engaged in teacher education do not seem to be sold on the need for including safety education in the training of our prospective teachers.

I would suggest some steps that might improve the effectiveness of the safety education program in our schools, with a resultant decrease in the accident and fatality rate in our 15 to 24 age group:

1. The 48 state departments of education need to take more aggressive leadership on the state level. Someone in the department should be designated Coordinator of Safety and charged with the responsibility of assembling and making available to the schools sources of

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JOHN E. CORBALLY is professor of secondary education, University of Washington, and is immediate past chairman of the Higher Education section, School and College division, National Safety Council.

THE NATIONAL ACCIDENT FATALITY TOLL

	1951	1950	Change
ALL ACCIDENTS	93,000	89,000	+4%
Motor-vehicle	37,500	35,000	+7%
Public non-motor-vehicle	15,000	14,000	+7%
Home	27,000	27,000	0
Occupational	16,000	15,500	+3%

Note: The motor-vehicle totals include some deaths also included in occupational and home. This duplication amounted to about 2,500 deaths each year. All figures are National Safety Council estimates.

ALL ACCIDENTS

Killed—93,000. Up 4 per cent from 1950.

Injured—9,100,000.

Cost—$8,000,000,000. Includes wage loss, medical expense, overhead cost of insurance for all accidents; interrupted production schedules, time lost by workers other than the injured, etc., due to occupational accidents and property damage in traffic accidents and fires.

Deaths of children under 5 years numbered approximately 3 per cent more than in 1950. Among children 5 to 14 years old there was an 11 per cent increase. Changes in adult groups were: 15-24 years, down 2 per cent; 25-44 years, up 6 per cent; 45-64 years, up 6 per cent; 65 years and older, up 4 per cent.

Fatal falls numbered about 2 per cent more than in 1950—18,500; burns increased 3 per cent to 7,000. Drownings were up 3 per cent at 6,200, and fatal firearms accidents up 2 per cent at 2,400.

The 1951 death rate per 100,000 population was 60.6 Except for the 1950 rate of 58.8, this is the lowest on record.

OCCUPATIONAL ACCIDENTS

Killed—16,000. Up 3 per cent from 1950.

Injured—2,000,000, or 3 per cent more than in 1950.

Cost—$2,600,000,000. Includes cost of interrupted production schedules, time lost by workers other than the injured, etc., as well as wage loss, medical expense and the overhead costs of insurance.

Total all-industry employment was about 2 per cent above 1950. Manufacturing employment, alone, increased 7 per cent.

Coal mine deaths totalled 790 in 1951, or 23 per cent more than were reported in 1950.

Railroad employee fatalities totalled 249 in the first eight months of 1951, a 19 per cent increase from the comparable 1950 figure. The eight-month injury total was 15,407, or 16 per cent above 1950.

There apparently was little change in the rate of disabling injuries, for injuries rose 3 per cent while employment went up 2 per cent and average hours worked increased slightly—perhaps as much as 1 per cent.

WORKER ACCIDENTS

Killed—50,000, a 5 per cent increase from 1950.

On job, 16,000, off job, 34,000.

Injured—4,600,000, a 2 per cent increase from 1950.

Time lost, including indirect, amounted to 340,000,000 man-days, equivalent to the shutdown of plants with 1,200,000 workers.

PUBLIC ACCIDENTS
(Not Motor Vehicle)

Killed—15,000; up 7 per cent from 1950.

Injured—1,900,000.

Cost—$600,000,000.

Increases in deaths were recorded for all age groups, ranging from 5 per cent for persons 15 to 24 years old to 11 per cent for children under 15 years. A third of the increase was in fatal falls.

RAILROAD ACCIDENTS

Eight-month death total—2,168; up 5 per cent from 1950. Injuries increased 11 per cent to 22,671.

Grade crossing deaths and injuries numbered the same as in 1950; 932 deaths, 2,546 injuries.

Passenger deaths numbered 110, compared to 57 for the same months of 1950.

Trespasser deaths numbered 769, a decrease of 2 per cent from 1950.

AIRPLANE ACCIDENTS

There were nine fatal accidents during 1951 in the domestic passenger-carrying operations of scheduled air carriers. Death totals were: 142 passengers, 25 pilots and other crew members and 1 private plane pilot. The passenger death rate per 100,000,000 passenger-miles, based on preliminary information, was 1.3 compared to the 1950 rate of 1.1.

HOME ACCIDENTS

Killed—27,000, no change from 1950.

Injured—4,000,000.

Cost—$600,000,000.

An increase of about 300 in deaths from burns was offset by decreases in firearms accidents, poisonings and gas asphyxiations. Decreases were recorded for all age groups from 15 to 64 years; increases for children 5 to 14 years old and persons 65 years old and older.

FIRE LOSSES

The value of property destroyed by fire in 1951 was $731,000,000, or 6 per cent more than in 1950.

safety education data sheet—

No. 3 Revised

FIREARMS

This SAFETY EDUCATION *Data Sheet was revised as of March 1, 1952. It replaces the earlier Firearms Data Sheet, also numbered 3.*

STATISTICS

1. There were approximately 2,350 deaths due to firearms accidents during 1950. The death rate was as low as, or lower than, that for any other year. Seven times as many males as females are killed in firearms accidents. The highest death rate is for boys and young men in the 15 to 24 year-age group.

CIRCUMSTANCES

2. Accidental discharges of guns around the home take more lives than do hunting accidents. Home firearms accidents occur mainly in preparing to clean guns, in dropping a gun or knocking it off a rack or other support, when showing a supposedly unloaded firearm, or in horseplay.

3. The handling, exhibiting or examining of guns was responsible for about one-eighth of the firearms deaths during 1950. Some persons were killed after they had brushed against or moved a weapon which had been stored behind a door or a bed.

4. A study made in 1950 by the Metropolitan Life Insurance Company of 250 deaths due to firearms accidents showed that 60 of the deaths were non-hunting accidents.

5. Shooting at bottles, tin cans and other

Safe hunters load their guns AFTER they leave the car.





The broken gun precedes the hunter through the fence.

targets took about eight per cent of the lives covered by that study. Accidents in bars, cafes and stores, where guns were being "shown off," took an equal number. Bullets may have ricochetted or glanced off a surface in these cases.

HUNTING

6. About one-third of all fatal accidental shootings occur in connection with hunting trips.

7. A study of 832 reported hunting accidents both fatal and non-fatal made by The National Rifle Association *(Uniform Hunter Casualty Report)* shows firearm hunting accidents both by "intentional discharge" and "accidental discharge." Under the former category the principal causes were:

(a) The victim moved into the line of fire without warning.

(b) The victim was shot by an excited hunter firing quickly at game.

(c) The victim was not seen by the shooter.

(d) The victim was mistaken for game.

8. The principal causes of casualties occurring through the accidental discharge of the gun included:

(a) The hunter stumbling or falling.

(b) The gun trigger catching in brush.

(c) The gun discharging while hunter was clubbing game or cover.

(d) The bumping or jolting gun during removal from vehicle or boat.

(e) The gun falling from an insecure rest.

(f) The gun discharging while the hunter crossed a fence carrying it with the muzzle toward him.

(g) Horseplay with a gun thought to be unloaded.

(h) During the loading or unloading of a gun.

9. Miscellaneous circumstances affecting casualties included such conditions as over-excitement and over-exertion.

KNOWLEDGE OF A GUN

10. Five general classes of small arms are: (1) shotguns, (2) rifles, (3) pistols and revolvers, (4) machine pistols or sub-machine guns, (5) machine rifles and machine guns. Weapons in the last two categories are military and have no place in the home or hunting field. Some veterans have brought military weapons home as souvenirs. Such guns should be rendered incapable of being fired by removing the firing pin.

11. Before using any small arms, it is necessary (a) to know the size and type of ammunition which may be safely used; (b) to know that all parts of the gun are in good working order; and (c) to know where the "safety" device for locking the firing mechanism is located and how it works. This information usually is contained in a pamphlet which comes with the gun when purchased. It may also be obtained from a competent gun dealer or from a shooter experienced with the gun.

RANGE

12. The effective range of a gun is that distance at which a shooter may expect to hit the target consistently and, in the hunting field,

kill the game cleanly. Maximum range or danger range is the maximum distance that the bullet or shot may be expected to travel and cause injury, if not directed into some solid backstop. The danger range of a shotgun, loaded with shot, extends from 150 to 300 yards depending upon the gauge of the gun, the size of the shot, and the powder charge. A shotgun loaded with a slug should be regarded as a rifle. For rifles the danger range varies from about three-quarters of a mile for a .22 short to about three and one-half miles for a high-power rifle. The danger range for pistols and revolvers varies from about one-half mile for one loaded with a .22 long-rifle to about a mile with a heavier caliber weapon.



One hunter crosses THEN takes the guns.

13. The size of shotgun shells is determined by the gauge of the gun. The gauge is stamped on the gun so that the correct ammunition will be used. In rifles, pistols and revolvers the correct size of ammunition is stamped on the barrel, usually.

14. Smaller ammunition than that for which the gun was chambered may slip into the barrel and cause the gun to burst if subsequently ammunition of the correct size is fired before the barrel is cleared. The old type of Damascus, or twist barrel, shotguns and other obsolete shotguns and rifles are not built to withstand modern high-pressure powder. It is dangerous, therefore, to use modern ammunition in obsolete guns. Be sure to use the proper ammunition in your gun.

SHOOTING TECHNIQUE

15. Before a person goes hunting he should be taught the safe use of firearms on a well-protected range under competent instruction. Young people, learning to shoot should be accompanied and coached on firearms safety by experienced adults. Backyard target shooting should never be attempted. A stray bullet may cause injury. Basement or other in-the-house shooting should be practiced only if a satisfactory backstop has been constructed. Shooting at hard, horizontal surfaces should be avoided because of the danger of a ricochet. A .22 long-rifle bullet has been known to travel 500 yards after glancing off a flat rock. Hunters, shooting over water, should also exercise extreme caution in order to avoid ricochets.

16. When loading a gun the muzzle should be directed so that it does not point at any part of the loader's body, nor at any other person, nor at any surface from which the projectile could ricochet. The gun bore should be examined through the breech to see that it is open.

Look through the bore FIRST.



An obstruction, such as snow or mud, a cleaning patch or dirt, might cause the gun to blow up when it is fired or might cause a backflash through the breech, either of which is likely to cause a serious accident.

17. Each shooter should load his own gun and, in case of multiple-load weapons, keep track of the number of shells loaded and the number fired. This is particularly important when using semi-automatic or self-loading weapons in which a fresh cartridge is inserted as rapidly as the trigger is pulled.

18. A gun should be pointed only at the object which is to be hit. A hunter should be certain that the object aimed at is game. On the range, the muzzle should be pointed only at the target. Horseplay should never be permitted.

CLOTHING

19. When hunting, wear clothing which makes the hunter easily visible. Red or orange is generally recommended. White may be mistaken by another hunter for a deer's tail. Shoes with corrugated rubber soles are safest in the woods.

HANDLING OF GUNS

20. Every gun should be treated as though it were loaded. The first action in handling a gun is to make certain that the muzzle is pointed in a safe direction. Then examine the breech to make sure that the gun and magazine are empty. Then look through the bore to see that it is open. If the gun has a tubular magazine or a clip for holding cartridges the tube or clip should be withdrawn and carefully examined to make certain that no cartridge is stuck in it. A deformed tube or clip, grease or grit, or a weak spring might cause or permit a cartridge to remain concealed only to be freed subsequently by a sudden jar.

It is safer to walk side by side.





Resting? Break the guns FIRST.

21. An unloaded gun cannot discharge. Make it a habit to break your weapon before you take it into a car whether going to or coming from a hunting trip. Make sure that it contains no ammunition. Before climbing a fence, entering or leaving a boat, while resting, always break the gun.

22. When loaded, the gun should be kept on safety. A twig or underbrush might catch the trigger, firing the gun.

23. When two hunters come to a fence together, one should hand his gun to the other then climb the fence, then the two broken guns should be passed through the fence, then the second hunter may climb the fence. Alone, the hunter should break the gun, pass it through the fence, then climb the fence.

24. Loaded guns should not be carried in automobiles, boats, or other moving vehicles. A sudden jolt or bump might discharge the gun.

25. Two men hunting should walk side by side. If circumstances require them to walk single file the leader should carry his gun in the hollow of his arm with the muzzle pointed forward and down, the second man should carry his on his shoulder with the muzzle pointed upward and backward.

26. In case of misfire, the firearm should not be opened until after it has been pointing at the target for at least 20 seconds. If the cartridge refuses to load or eject, do not force it. Remove it carefully after the gun muzzle has been pointed in a safe direction. If an

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The Normal Way to Live

by LILLIAN GILLILAND

The philosophy that motivates the teaching of safety at the Britton Elementary school is: Safety is a normal, desirable way of living and thinking. Practices and instruction in safety should permeate the entire school program from kindergarten through the sixth grade. A child does not learn safety rules in one class and practice them in another.

Five years ago a safety council was organized at Britton school. Each room in the building is represented and each child on the council is given a place of responsibility. The council meets once a week, on school time, for discussion of whatever problems which may have arisen that affect the safety of the pupils. When necessary or desirable, outside resource personnel is called in. The council has a staff of pupil officers and includes the leaders of the patrols responsible for safety of bicycles, playgrounds, building, fire, traffic and accident reporting. The members of the traffic patrol are the officers of our Junior Police. Each patrol has three pupil members and a faculty sponsor.

To be really effective a safety program must have the complete cooperation of the faculty. Every teacher in the school worked on our safety plans. Our faculty believes that the teaching of safe habits and practices is every bit as important as teaching the Three R's. A child can make a mistake in arithmetic and can have a chance to attempt again a solution to the problem. The same child might not have a chance to rectify an error made in the street, on the playground or elsewhere.

When the opportunity presented itself for our school to enter the Roy Rogers contest the matter was first discussed by the faculty. The teachers approved our entering the contest and pledged their whole-hearted support. We knew that we needed financial support and, realizing that if we were to succeed in a truly worthwhile way we would also need the cooperation of the parents, we went to the Parent-Teacher association for help. They offered us one hundred per cent cooperation.

The next major step in preparation was to define the major areas in which our school was doing work on safety. The following areas were decided on:

School building
Playground
Traffic
Pedestrian
Railroad
Home
Fire
Recreation
Vacation
Animal

This over-all program was tied together through teacher planning, pupil organization, parent-teacher planning and community planning.

The art teacher, in classroom work, developed some pictures and posters. In cooperation with the publicity patrol an art contest was developed on safety. Other classes contributed jingles and stories and slogans.

The sixth grade collectively wrote a code for safe living which was, later, accepted by the school with only minor changes.

Our pupils never lost their enthusiasm. Our faculty tries not to use the unattractive negative approach that takes the joy and happiness out of life.

As a whole, we have found that entering the contest was one of the best incentives we have ever used for promoting safety. By careful planning we shall try to keep this interest alive for years to come.

For Britton School pictures, turn page

MRS. GILLILAND is at Britton Elementary school, Oklahoma City.



Britton WINS

Orderly conduct at exit drills offers few chances for accidents to Britton's pupils.





The committee which gave Britton the award includes (left to right, back) Cecil Zaun, supervisor of safety, Los Angeles schools; Wayne Hughes, director, school and college division, National Safety Council; J. M. Kaplan, manager, Greater Los Angeles Safety Council; (front) the movie representatives Dale Evans, Gale Storm, Roy Rogers, Mona Freeman, Barbara Hale.



Children who made the winning entries in Britton's safety poster contest get awards at a special school assembly.



Faculty safety committee, system safety supervisor, principal, P. T. A., and community leaders discuss Britton's program.

ROY ROGERS AWARD

IF THE COWBOY, WHOSE deeds of derring-do have thrilled you when you attended the Saturday afternoon matinees at the movie house, were to come "in person" to visit your school, your emotions would be somewhat less than those of the average American schoolboy or girl did not your heart beat the faster.

Pupils of the Britton Elementary school in Oklahoma City were to be hosts February 16 to Roy Rogers when the cowboy movie actor presents their school with the 1950-51 winning trophy awarded for their activities in safety. Britton Elementary school was awarded first place among approximately 2,000 participating schools. Preliminary judging was done by

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Above. The faculty safety committee meets frequently with the principal. A flexible program, capable of being changed to meet changing conditions, calls for many informal conferences of responsible persons.



Left. Lillian Gilliland, who wrote the article on Britton's school safety program, shows some of her pupils how a bicycle chain guard should be fastened. Bicycle instruction is held in the classroom. Third, fourth, fifth and sixth grade classes have definite classroom instruction on bicycle safety.

747 Violations

from page 5

Lamont, pastor of our parish and of our school, of the Greater Cincinnati Safety Council, of Captain Guy York of the police department, and George W. Howie, traffic engineer in the City of Cincinnati department of safety, our Girl Scout troop prepared to make a small survey of traffic violations in our suburb.

Our next troop meeting was called to order on the village square. Each Girl Scout was armed with a pencil and a chart listing violations common in our surburb. The girls worked in teams of two, both observing a clearly defined area of about 150 feet along a curb.

The count lasted for one hour, from 3:30 to 4:30 p.m. when the amount of traffic was average. There were no excessive speed violations observed. This may have been because a two-week speed check has just been conducted by the Mt. Washington police at the request of a civic club. Just one hour of a crisp autumn afternoon in our beloved suburb.

No close calls, no accidents, serenity reigned. Danger lurked.

How many traffic violations, how many possible accidents?

Seven hundred and forty-seven! Each a clear violation of some provision in the traffic code.

Forty-nine pedestrians, ten private cars and one bus ran the stop light at one corner. Seven pedestrians and three buses violated a stop sign at another intersection. There were fifty-three parking violations where the driver left the car.

One hundred seventy passengers entered or got out of cars on the traffic, instead of the curb side. There were two U-turns. Seven cyclists violated bicycle regulations.

There were 445 jay-walkers.

Just about every Girl Scout's mother, if she drives, has told me of personal checks made by her daughter. With some embarrassment and a tinge of reluctance the mothers are trying to correct their most obvious faults. One father told me he was censured by his daughter when he sent her into a store while he double parked. I am trying to learn not to enter or leave the car on the traffic side.

The girls check themselves and each other when on bikes. A noticeable drop has occurred in their previous jay-walking. As a group, we have become safety conscious.

The girls, all eighth grade pupils at Guardian Angels school, were excused from class to attend a luncheon tendered them by the Greater Cincinnati Safety Council in recognition of their efforts.

Scholar Patrols, composed of a captain, a leader and three or more patrol members, guard children at traffic crossings in South Africa, according to Road Safety Newsletter, the official bilingual paper of the National Road Safety Organization of South Africa. The boys or girls wear uniforms and carry "stop" signs much like those used here. Principal difference, apparently, is in the name.



Mrs. Dorothy Sweeney, leader of the Girl Scout Troop 263 (left) and Miss Cook, Cincinnati staff, Girl Scouts, and the membership of the Guardian Angels school troop were guests of C. A. Radford (center), president of the Greater Cincinnati Safety Council, at a lunch in recognition of the traffic safety activity conducted by the girls.

Silvernale Appointed to Michigan State College



The appointment of Leslie R. Silvernale as a full-time professor to conduct driver education courses at Michigan State College has been announced by that school. Expenses were underwritten by the Michigan Inter-Industry Highway Safety Committee.

Mr. Silvernale is a graduate of the University of Michigan and has a Master's in school administration from Columbia. He started teaching safety in the Cleveland public schools and became safety supervisor for that system.

He was a field representative for the school and college division of the National Safety Council from September, 1942 to May, 1944. More recently he has been with Michigan State College continuation education service working, principally, on school bus driver training.

Michigan has 41,000 safety patrol boys and girls guarding fellow pupils from death and injury en route to and from schools according to the Automobile Club of Michigan. The club says safety patrols have reduced school pedestrian deaths by 62 per cent since 1936.

Safety Education Rapidly Expanding

Teachers and administrators interested in safety education will find that they are associated with one of the most rapidly expanding fields in education according to the report of Earl James McGrath, Commissioner of Education, Federal Security Agency, made to the 14th International Conference on Public Education held in Geneva, Switzerland, last summer.

Education in the United States, said Mr. McGrath, proposes to help children and youth make the maximum adjustment to their environment through the use of methods and materials consistent with each pupil's ability. This objective therefore necessarily determines the selection of materials for study, the methods of study and the evaluation.

In the field of curricula Mr. McGrath found that the largest enrollments in the nation's secondary schools are in health, safety and physical education, English, and social studies. This is not so surprising, he adds, because, he says, these subjects are required in most states.

Subjects reported for the first time in 1949 and as being taught in as many as 15 states were:

Conservation, consumer buying, safety education, driver education, home management, fundamentals of electricity, remedial English, mathematics review, radio speaking and broadcasting, vocational radio, diversified occupations, cooperative store training, cooperative office training, service art and student service.

"There is no one method of instruction common to all schools," Mr. McGrath told the conference. "Research, experimentation and child study have produced evidence to assist in envolving good practices in schools, but all schools are not equally progressive in adopting what is currently considered good practice.

"Factual questions and answers based on textbooks, formal recitations and similar traditional methods of instruction are being supplemented gradually by group activity centered on important problems.

"Examples of such areas of emphases are current events and public opinion, consumer education, health and safety, intergroup relations, international relations, home and family living, and citizenship. Various aspects of these areas are studied at different grade levels throughout the school experience."

Asks Road Funds for Driver Education

A bill has been introduced into the California state legislature authorizing the state to reimburse local boards of education for a portion of the cost of maintaining driver education classes.

Drafted by the California Association of Secondary School Administrators, the bill is a revision of one which failed adoption in the 1951 legislative session.

The new proposal provides that the state superintendent of instruction shall allow to each school district an amount equal to 75 per cent of the "excess cost" of maintaining "automobile driver training" classes but restricts the total state contribution to not more than $30 per pupil per year.

Automobile driver training is defined as instruction which has as its purpose the development of knowledge, attitudes, habits and skills necessary for the safe operation of motor vehicles, including behind-the-wheel driving and observation in a dual control automobile. Not more than the maximum enrollment in the 10th, 11th, or 12th grade classes shall be counted as being eligible for instruction.

Section 1. of the act states such amounts as are necessary to carry out the provisions of the act are to be appropriated from the motor vehicle fund and transferred to the state school fund each year.

Devices for Disabled Drivers

A nine-page mimeographed bulletin, Vehicle Controls for Disabled Persons, has been prepared by the traffic engineering and safety department of the American Automobile Association.

Shortly after the close of World War II a number of automobile manufacturers made special control devices available for use on their cars by disabled persons. Largely because of a lack of demand this practice has not been uniformly continued.

There are, however, a number of persons who are in imperative need of special devices for control of their automobiles. The bulletin is intended to advise where these devices may be obtained. It may be had upon application to the AAA, Washington 6, D. C.

Every Teacher

from page 13

material that can be used in the schools. In Washington, for example, only ten of the 571 districts subscribe to the Instructional Material Service of the National Safety Council which costs $5 per year. Two of the fourteen teacher training institutions in the state subscribe.

2. The teacher training institutions should include in the professional training of every teacher some work in safety. In 1950-51, 211 colleges in 46 states offered 391 courses in safety education of which 179 were devoted to driver education. During the summer of 1951, 258 courses covering both general safety and driver education were given. This is good, but not enough. Every special methods course should have at least a unit in it covering safety principles applicable to the teaching of that subject. Every elementary teacher should have a course in safety keyed to the total elementary program.

3. Each district should have a definite safety program for the entire system. Every building should have at least one trained teacher who could head up the program in the building.

4. In every city in which there is a local safety council chapter the schools should make use of the service of the council in furthering the school safety program. Too often interested groups go their own way and some duplication of effort could be avoided if a coordinating council were established.

5. Every teacher should be a teacher of safety. Every teacher should know the extent of his liability in case of pupil injury. He should know the principal sources of teaching materials in safety and incorporate these into the daily lessons so far as possible.

6. Finally, every school district should keep adequate records on school accidents, so steps can be taken to eliminate the danger spots in the school environment. By cooperating with the National Safety Council in using the Standard Accident Report form, more reliable statistics can be compiled each year for the guidance of school administrators.

I firmly believe that if every member of the school staff—administrators, supervisors, teachers, custodians and clerks—will accept the challenge that safety is everybody's business, some progress can be made in making the safety program function not only throughout the pupil's entire school experience, but carry over into adulthood.

New Movie on Fires For Elementary Grades

To show how fire safety can be made part of class room work in the elementary grades, the National Board of Fire Underwriters has produced a 16 mm. sound and color film, called "Tony Learns About Fire."

The film was made in consultation with the National Commission on Safety Education of the National Education Association.

The film will be available to schools on a free loan basis from the National Board Film Library, 13 E. 37th Street, New York 17, New York. West of the Rockies, requests should be directed to the National Board of Fire Underwriters, 1014 Merchants Exchange Building, San Francisco, Cal.

Rotary to Observe Boys'-Girls' Week

To focus community attention on youths' achievements as well as their problems Rotary International is asking for observance of Boys' and Girls' Week from April 26 through May 3.

Of special interest to teachers in the field of safety education is the designation of Thursday, May 1, as Health and Safety Day.

The observance has previously been under the joint sponsorship of Rotary International and the Boys' and Girls' Week Advisory Committee for the United States. This year Rotary is continuing the program and urges interested persons to meet with their local Rotary clubs.

COMING EVENTS

March 8-12, Los Angeles (Regional)
American Association of School Administrators.

April 5-9 Boston (Regional)
American Association of School Administrators.

April 6-10, Los Angeles
American Association for Health, Physical Education and Recreation.

April 14-18, Philadelphia
Study Conference of the Association for Childhood Education International.

April 16-19, Chicago
National Conference on Higher Education.

April 18-19, Hershey, Pa.
Pennsylvania Highway Safety Education Association.

April 23, Bridgeport, Conn.
Connecticut Industrial Safety Conference.

April 30-May 3, Omaha
International Council for Exceptional Children.

June 30-July 5, Detroit
National Education Association.

June 26-July 1, Detroit
Department of Elementary School Principals, NEA.

June 30, Detroit
Annual Meeting. Department of Classroom Teachers, NEA.

October 20-24, Chicago
40th National Safety Congress and Exposition.

Compulsory driver education classes for each public and parochial high school in New York state was recommended recently by the Safety Division of the Syracuse (N. Y.) Chamber of Commerce. Clifford J. Fletcher, commissioner of motor vehicles for the state was quoted as saying: "Unless driver proficiency is raised to new high standards beyond anything we now know, we are heading for wholesale disaster."



Campfire Girls are celebrating the 42nd anniversary of the founding of their organization during the week of March 10. A theme, Design for Friendship, has been selected as a guide for the week's activities. The organization enrolls girls from the ages of 7 through 18. Safety work, particularly first aid, is emphasized when the girls attain the rank of Woodgatherers.

New York City Schools Evaluate Roadometer

The Aetna Roadometer fits into a program where group instruction in driver education is required and where actual road instruction is prohibitive because of the lack of proper road training areas and the relatively high cost of behind-the-wheel instruction according to an evaluation of the device made by the bureau of educational research of the Board of Education of the City of New York.

The roadometer is in effect a stationary automobile made up of the usual automobile controls together with a self-contained picture



screen, a continuous 16 mm. film projector and a synchronized slide film projector. The equipment was sponsored by the Aetna Casualty and Surey Company of Hartford, Conn.

It is constructed so that the testee is confronted with nine common driving situations. It measures his reactions and the time of his reactions to each individual situation and provides a permanent cumulative score.

Three groups of pupils attending the Brooklyn High School of Automotive Trades were used in the evaluation, pupils in the sixth, seventh and eighth terms. Some had previously had behind-the-wheel driver education, some had had only classroom instruction, some had no previous experience. Each pupil made four trial "runs" on the machine.

The findings point to the conclusion that significant growth in the specific driving skills tested takes place over a four-trial practice period by both previously trained and untrained groups.

Validity data with a series of driving incidents specially designed for testing and instructional purposes would be desirable. The reliability coefficients indicate that the test in its present form is adequate for group measurement and is not adequate for individual testing purposes.

There are indications that the proper utilization of the device may be expected to reduce the usual behind-the-wheel instructional time in selected driving skills.

The evaluating report suggests that the machine be adapted for testing of 20 to 25 pupils at a time and further suggests the addition of other films involving additional situations. The report concludes that the machine may become one of the important teaching devices in a complete driver education program. It has the possibilities of reducing the cost per pupil while providing for quality instruction on a class or group basis. In view of these possibilities, additional validation studies with films specially designed for teaching purposes should be undertaken.

Speed Law Passed in 1678

Speeders as far back as the 17th century had to knuckle under, according to a statute enacted by the Rhode Island Colonial Assembly in 1678. This handy bit of legislation followed an accident in which a child was injured.

Whereas there was very lately in the towne of Newport on Rhode Island very great hurte done to a small childe by reason of exceeding fast and hard riding of horses in said towne, this Assembly takeing the matter into their serious consideration and being desirous for the future to prevent the like mischief, doe ordain . . . that from and after the publication hereof, if any person or persons shall presume to ride on either horse, mare or gelding, a gallup or to run speed—in the streets of Newport—said person shall for his offense pay into the Treasurer of said towne 5 shillings in money on demand; 2 shillings of which shall be paid to any person or persons that shall give information thereof and the other 3 shillings to remain for the use of said towne.—*The North Carolina Motor Vehicle*. July-August, 1951.

March, 1952

Lower Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies and safety



Sketch 9319A

Ride It Safely

BICYCLE SAFETY

Paste the pictures in the blanks or draw lines from the pictures to the correct spaces in the story.

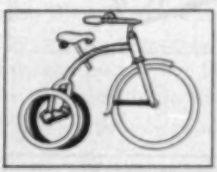
Do you have a [ ] ? Bicycles are fun.

But they are dangerous, too.

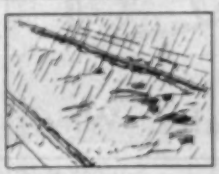
Ride your three-wheeler on the [ ].
Don't coast into the street.
Keep to the right.
Always look before crossing a driveway.

Leave your bicycle at home
when there is snow or [ ].

Park your bicycle where [ ] cannot fall over it.



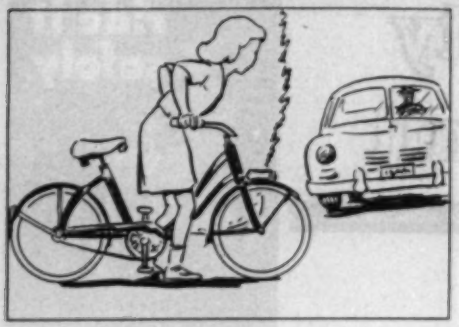




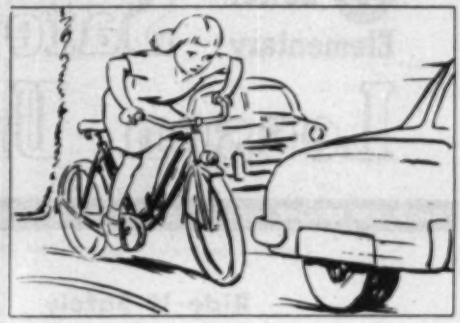


Prepared under the direction of Helen Halter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y.; and Forrest E. Long, professor of Education, New York University, New York, N. Y. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

Do You Know How You Will Ride a Two-wheeler When You Are Old Enough?

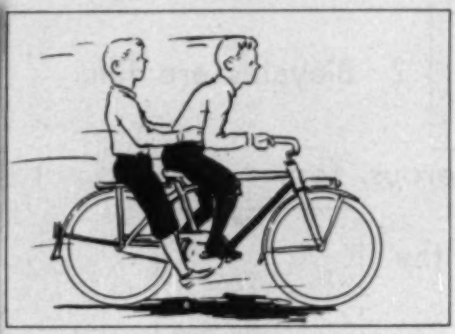


A

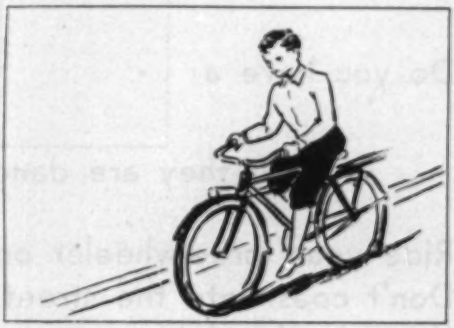


B

1. Which is safer. Why?

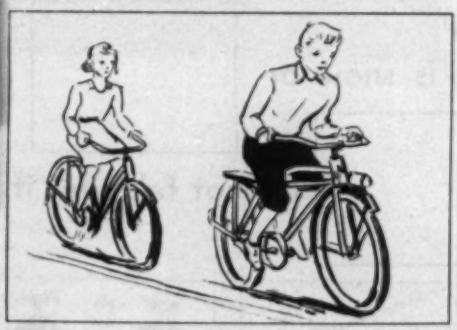


A

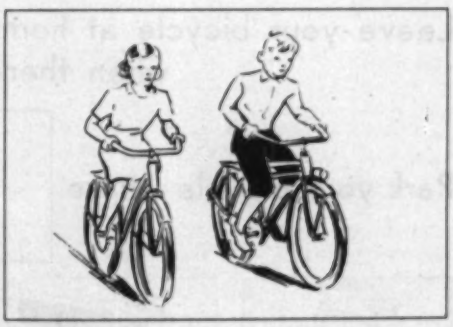


B

2. Which is safer. Why?



A



B

3. Which is safer. Why?

Answers: 1. A—because many cyclists are killed when they coast in front of oncoming cars. 2. B—because two on a bicycle makes balancing and steering more difficult and causes accidents. 3. A—because cars may have to pass too close to a cyclist for safety and in case the cars are crowded, someone may be hurt.

March, 1952

Upper Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11 ILL.

Teaching language arts, social studies and safety



Sketch 9319A

Ride It Safely
BICYCLE SAFETY

Why Should YOU Learn About Bicycle Safety?

You like your bicycle. It means fun to you. You hate to be bothered with the idea that it could bring sadness, but it can. After boys and girls are 15, they seem to have fewer bicycle accidents, but 5 to 14 year-olds have many bicycle accidents. In 1950, 370 children under 15 were killed and 15,500 children under 15 were hurt in bicycle-motor-vehicle accidents. If you want your bicycle to keep on bringing you fun, be sure to—

Obey all signs and traffic signals.

Signal what you plan to do.

Carry no passengers.

Stop before entering the road from a driveway or side street.

Do not hitch onto moving vehicles.

Keep your bicycle in good condition, with lights, reflectors and a horn that actually work.

Project:

Talk over with your principal, a member of the police department or a member of your local safety council the possibility of having a policeman award "congratulation cards" to boys and girls who practice safe bicycle riding habits. List the safe riding habits which you think the police department should commend.

Is YOUR Bicycle Safe?



Does your bicycle have a chain and sprocket guard? Why should both boys' and girls' bicycles have such guards?



Does your bicycle have a red reflector backed by a white strip of paint? Why is this necessary?



Do you keep your tires inflated to the correct pressure? Why is this necessary?



Do you have a light for travel at dusk or at night? Why is a light necessary even when a street is well-lighted and you can see clearly?

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Bicycle Problems Test



1. Suppose the traffic light is red but that there doesn't seem to be any traffic. Should the cyclist
(a) ride on through carefully?
(b) wait for the green light?

2. Suppose there is a sign for cars to stop. Should the cyclist
(a) stop his bicycle and look?
(b) keep going but at a slower speed?



3. Suppose the cyclist sees an opening in traffic where he can ride between cars and get ahead. Should he



(a) weave carefully in and out until he is ahead?
(b) stay in place and move when the traffic moves?

4. Suppose two friends are riding their bicycles to school. Should they
(a) ride single file the whole way?
(b) ride two abreast where the traffic is light?



5. Suppose a cyclist intends to turn left at a corner. Should he
(a) keep in the right lane then cut in front to make the turn?
(b) move gradually to the left-turn lane signaling that he is going to turn?



6. Suppose the cyclist wishes to turn right. Should he
(a) extend his hand up at a right angle?
(b) extend his hand straight out?



7. It is safer for cyclists to ride
(a) at night.
(b) in the day.
(c) at dusk.

8. The main reason why bicycles should carry only one person is because
(a) a second person makes balancing and steering more difficult.
(b) a second person puts too much weight on the bicycle.

9. Hitching to a moving vehicle while riding a bicycle is
(a) safe if the vehicle is moving slowly.
(b) always dangerous and sometimes fatal.



10. When a cyclist comes into the street from a driveway, he should
(a) make a complete stop before entering the street.
(b) coast slowly, looking both ways.



11. When a cyclist comes to a heavily traveled intersection, he should
(a) reduce speed and ride cautiously.
(b) walk his bicycle.



12. A cyclist should park his bicycle
(a) by standing it upright or against a wall.
(b) by putting it carefully on its side.



13. A cyclist should stop to make repairs on his bicycle
(a) off the road.
(b) in the street.

14. If a cyclist has things to carry, he should
(a) carry them in one hand.
(b) carry them in a carrier basket.



15. If a cyclist plans to be riding in the dusk, he should have a light and reflector and should
(a) wear light-colored clothing.
(b) wear dark-colored clothing.



16. When he approaches a railroad crossing, a cyclist should
(a) keep going across fast.
(b) stop, look and listen.

Answers: Is Your Bicycle Safe?—1. In order to prevent clothing from becoming tangled in a sprocket, which might cause the rider to fall. 2. To help motorists to see you at night or at dusk or on dark days. 3. To make tires "grab the road" properly. 4. To make it easy for motorists and pedestrians to see the bicycle. Bicycle Problems Test—1. b; 2. a; 3. b; 4. a; 5. b; 6. a; 7. b; 8. a; 9. b; 10. a; 11. b; 12. a; 13. a; 14. b; 15. a; 16. b.

Junior High Safety Lesson Unit

March, 1952



Sketch 9320A

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, social studies, physical education, guidance and homeroom.

Keep It Safe
BICYCLE SAFETY

The Bicycle Safety Story



With the coming of spring it is estimated that 19 million cyclists, mostly young people, will be on the highways. The 5 to 14 year olds have by far the largest number of bicycle accidents and many more boys than girls are killed or injured in bicycle accidents.

A recent study, made by the Metropolitan Life Insurance Company of bicycle accidents of their policy holders, showed that seven-eighths of the bicycle accident deaths resulted from the collision of a bicycle with a motor vehicle. The remaining eighth of the bicycle accident deaths were due primarily to falls from bicycles.

It seems important to be able to manage a bicycle expertly in traffic and to have it under control at all times.

To win the safety battle, every cyclist should have the "know how". Steadiness, short reaction time and coolness in the face of every crisis are "musts". A thirty-foot path, eight inches wide, flanked by stones, makes an excellent proving ground for balance practice.

However, the safety battle is not won without the "care how". Death awaits even the most skillful rider if he ignores the rules of safe cycling. Can you list some of those rules?

Do You Know How to Keep Your Bicycle Safe?

Copy and—
Fill in the blanks.

1. Adjust the saddle to your _____.

2. Check your _____ to be sure that it is visible for 300 feet.

3. Check the links of your bicycle chain. Keep a _____ fit. Clean and lubricate it often.

4. Replace worn _____ treads. Lubricate bearings and spindles.

5. If the crank hangar is wobbly, take it to a _____. Lubricate it and keep it clean.

6. Replace the handle grips when they are worn. _____ them on.

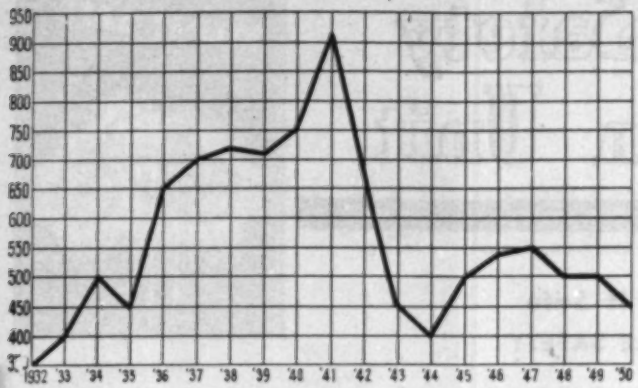
7. Check the coaster brake frequently. Take it to a _____ for adjustment.

Answers: Keeping Your Bicycle Safe—1. height; 2. reflector; 3. snug; 4. pedal; 5. servicemen; 6. Cement; 7. servicemen.

Crash Reading: 1. T; 2. F; 3. F; 4. T. An Analysis of the Causes of Bicycle Accidents: 1. Riding two or three on a bicycle. Failure to carry passengers on your bicycle. 2. Failure to keep bicycle in good condition. Examine your bicycle regularly; check your brakes; oil frequently; keep tires properly inflated. 3. Riding two or three abreast. Always ride single file. 4. Stunt riding, and riding in the middle of the road and riding two abreast. Keep both hands on the handle bars; keep feet on the pedals—always be in control of the bicycle. Keep to the right. Ride single file. Bicycle Safety Test: 1. T; 2. F; 3. T; 4. F; 5. F; 6. T.

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Data on Bicycle-Motor Vehicle Fatalities. A Project in Graph Reading.



Deaths Resulting from Collisions between Bicycles and Motor Vehicles. 1932-1950

Directions: Study the graph. Mark the statements true or false.

____**1.** Deaths from motor vehicle-bicycle accidents average more than one per day.

____**2.** Deaths from motor vehicle-bicycle accidents dropped to 100 a year in 1950.

____**3.** The high year for deaths from motor vehicle-bicycle accidents was 1940.

____**4.** Deaths from motor vehicle-bicycle accidents are too high.

An Analysis of the Causes of Bicycle Accidents

Write the title: An Analysis of the Causes of Bicycle Accidents. Each picture illustrates a fault in equipment or in riding habits which might cause an accident. Determine the cause and, from your own knowledge of safe bicycle riding, make your safety suggestion. State your list of causes in such a way that it will command attention. Add as many other causes and safety suggestions as you can.



1. Cause _____.

My safety suggestion_

_____.



2. Cause _____.

My safety suggestion_

_____.

3. Cause _____.

My safety suggestion_

_____.



4. Cause _____.

My safety suggestion_

_____.



Bicycle Safety Test

Copy and
Mark true or false.

Here is the beginning of a bicycle safety test. Add questions of your own.

____**1.** Bicycle tires should be checked once a week.

____**2.** When a bicycle is parked, it should be left lying flat on the ground to relieve pressure on the tires.

____**3.** Wearing light-colored clothing when riding in the dusk or at night helps protect the cyclist from being hit by a motorist.

____**4.** Even though there is a "No Left Turn" sign for motorists, a cyclist may make such a turn, using caution.

____**5.** Weaving in and out of traffic is safe when cars are halted for a light or are moving slowly.

____**6.** The signal for a left turn is hand held straight out.

March, 1952

Senior High Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, American history, American problems, homemaking, guidance and homeroom



Sketch 9320A

Keep It Safe
BICYCLE SAFETY

Understanding the Bicycle Problem

With the advent of spring about 19 million cyclists are expected to be riding our streets and highways. The safety of this great number of cyclists is an important problem to the American people.

In 1941 there were more than 900 fatalities in bicycle-motor vehicle collisions; in 1950 there were about 450. This reduction in fatalities is especially impressive when we consider the record number of automobiles and bicycles in use today. Good as this reduction in the fatality rate is, it should be further lowered.

A special study by the Metropolitan Life Insurance Company, representing largely urban experience, showed that about seven-eighths of bicycle fatalities resulted from a collision between a bicycle and a motor vehicle. Falls from bicycles caused most of the remaining deaths. Falls from bicycles were attributed to: unskillful riding; trying to carry persons or packages; skidding on ice; wet pavements, car tracks and other slippery surfaces; striking or riding off curbs or steps; catching wheels in the grooves in car tracks, in grills covering openings in sidewalks or pavements, in ruts and other pavement defects.

An analysis of the practices of cyclists which caused their own deaths showed the following to be important: (1) swerving or cutting in front of motor vehicles; (2) carelessness in coming out of or turning into driveways; (3) riding two persons on one bicycle; (4) riding on the highway when the rider lacks sufficient experience; (5) hitching onto automobiles; (6) riding down steep grades. In a few cases cyclists were killed when they were riding too near parked cars and ran into doors being opened.

Projects in Speech and Writing

Basic facts for these projects are indicated at the bottom of the page.

1. Plan a talk on how to check a bicycle mechanically. Since this is the type of topic that can easily lose an audience, make use of devices to hold audience interest. For example, use blackboard or drawings or audience participation.

2. Plan a bulletin: What All Young Parents Should Know About Bicycles. Include information about how to make a mechanical check of a child's bicycle.

3. As a project in speech and social service, plan a bicycle safety quiz for junior high school or upper elementary pupils. You might have a well-equipped bicycle on the stage and plan questions to pupils about the necessity of various items of equipment and about ways to care for the mechanical parts of a bicycle.

How to Keep a Bicycle Mechanically Safe

Handgrips should be replaced when worn and should be cemented on tightly. Handle bars should be adjusted to rider's height, then tightened. The stem of the handle bars should be kept well down in the fork. The bell should be in good working condition. The light must be visible for 500 feet. Damaged spokes should be replaced promptly. Spokes should be tightened equally; loose spokes will warp a wheel. Tires should be checked weekly for correct pressure. The crank hangar bearings should be lubricated, kept clean, and, if wobbly, taken to a service man. The bearings and spindles of the pedals should be lubricated. Worn pedal treads should be replaced. The links of the chain should be checked, cleaned, lubricated. The chain should have no slack. When riding at an average speed, a cyclist should be able to stop within 10 feet upon an emergency application of the brake. If the brake needs adjustment, it should be taken to a service man. The reflector must be visible for 500 feet and the rear fender should be a light color. The saddle should be adjusted to the most comfortable position and all nuts on the saddle tightened. Twice a year the bicycle should be checked by a reliable service man.

Prepared under the direction of Helen Halter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y.; and Forrest E. Long, professor of Education, New York University, New York, N. Y. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

Bicycle and Motor-driven Cycle Information Test

Copy and
Mark true or false



____**1.** Cyclists must, according to law, stop for a red light.

____**2.** Cyclist should ride at least three feet away from parked cars in order to avoid running into a suddenly-opened door.

____**3.** Hitching onto a moving vehicle is safe if the pavement is smooth and the vehicle is moving slowly.

____**4.** Motor-driven cycles are hazardous to operate if they have headlights which furnish very little light at slow speeds.

____**5.** On account of their slower speed, bicycles need not stop at stop signs although they should stop at traffic lights.

____**6.** Pedestrians have the right-of-way over bicycles.



____**7.** It is safe for a cyclist to carry a package in one hand if he has learned to ride without holding the handle bars.

____**8.** It is correct to use the heel of your foot for pedaling.



____**9.** All bicycles and motor-driven cycles and other wheeled vehicles should come to a stop before entering a street from an alley or private driveway.

____**10.** The signal for a left turn is hand held straight out.

____**11.** It is safe for two persons to ride a bicycle if one sits on the frame back of the handle bars.

____**12.** Weaving in and out of traffic is safe when cars are halted for a light or on hills so steep that it is impossible to ride up without weaving.

____**13.** Even though there is a "No Left Turn" sign for motorists, cyclists may make such turns, using caution.

____**14.** Riding a bicycle on icy or slippery streets is considered unsafe even if the speed is slow.



____**15.** Walking a bicycle across a heavily-traveled intersection is considered necessary only for inexperienced riders.

____**16.** Motor-driven cyclists are allowed to ride two abreast because in this position they take up no more room than a car.

Answers: Information Tests—1. T; 2. T; 3. F; 4. T; 5. F; 6. T; 7. F; 8. F; 9. T; 10. T; 11. F; 12. F; 13. F; 14. T; 15. F; 16. F.

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Book Reviews

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into his statements of fact and advice a series of personal experiences which enrich and supplement the basic aim of instruction. The pleasant "homey" style, frequently humorous, makes this book a pleasure to read. Adults will be taken often to a happy recollection of many of their most cherished memories, and those who are or will be experiencing a beginner's approach to hunting and the handling of guns will find a wealth of sound facts and good advice.

The author spends much time in strongly upholding a modern code of sportsmanlike behavior that not only avoids "preaching" but is highly acceptable to the reader because of its common-sense approach. The safe handling of all weapons is intelligently woven through the entire book, as well as being given a chapter of its own.

A small percentage of this book is highly controversial, such as the author's strong advocation of compulsory examinations for every person who applies for his first hunting license. The errors of fact and the inconsistencies, apparent upon careful reading, are not too numerous and (are) relatively unimportant. Illustrations are far too few for a book aimed primarily at the adolescent reader.

Considerable space is spent on the major problems of handling the various types of weapons, from airguns to magnums. The use and care of shotguns dominates this treatment of weapons. This is a good book to read.

Understanding Happiness

FIGHT AGAINST FEARS. Lucy Freeman; Crown Publishers; New York, 1951.

Reviewed by Vivian Weedon, curriculum consultant, school and college division, National Safety Council.

He you ever warned someone of danger only to be met with an actual or implied growl? The surprise of such a response, when you're only being sweetly concerned for the health and happiness of the other, makes one feel depressed, indeed.

But in all probability the growl has deep, deep roots. Roots we, as teachers, should understand if we are to help people live more safely.

Let Mrs. Freeman tell you how she growled in one such situation:

"The day the worst storm in history struck the city I covered a meeting in Lower New York. I emerged from the building in late afternoon to find the city still tormented by the fury of wind and rain. The streets looked as if madmen had raced down them, splashing viciously at window and door. Glass graveled the sidewalk. Slabs of store windows disfigured the ground, scattered like giant jigsaw puzzles.

"Through this debris I scurried, trying to reach the safety of the subway. I bucked a violent wind which turned my staunch umbrella inside out. I noticed vaguely that crowds stood huddled to one side of the street. The stretch on which I walked yawned empty.

" 'Look out, girlie,' a man yelled at me. 'Want to get killed?' He pointed to a large sign above me groaning in the gale.

" 'Thanks,' I yelled back sarcastically.

"I cursed to myself. 'Isn't life hard enough without this guy telling me I'm going to get killed?'

"I bolted into the subway as though witches rode me. My temper rose to a titanic level. I fumed as I told John (the psychoanalyst) about it.

" 'I feel enough like dying without someone reminding me of it,' I snapped. 'I wanted to kill that man.'

" 'Do you hear what you are saying?' John asked. 'Why yes,' I said. 'I said "I wanted to kill that man." '"

"I tried to remember how I felt. I wanted to explode like a fierce firecracker. First I felt terror, then anger, then hatred, then murder. All this toward a man who had warned me of danger. 'I wanted to kill that man,' I had said."

As Mrs. Freeman's analysis proceeded she found she "did not dash across the street against the red lights any more . . . I ceased stumbling over furniture, jabbing the wrong end of lighted cigarettes in my mouth, spilling liquids."

It is not alone for these quotations that I recommend the book. It is not with the hope that you will immediately look up the nearest analyst. Saving a patient here and a patient there will make no appreciable dent on accident statistics.

You and I are in the business of prevention. We can take steps to lead our students down the path to emotional health or we can push them still farther down the path of fear and subconscious self-destruction.

It is my belief that reading Mrs. Freeman's

book will help us all to understand and to cope with the growls, our own and others, that sometimes follow words of caution. It will help us to guide our pupils in ways of safer living.

As a matter of fact, the definition of safety education as devised jointly by the American Association of Colleges for Teacher Education and the National Safety Council and the psychoanalyst's definition of a happy person coincide so closely that a comparison is enlightening. The psychoanalyst said: "Happy people do not need continual achievement and excitement. They do things not because they have to but because they want to. Occasionally they run risks, but the risks are calculated, like those taken by trapeze performers . . . who know exactly the measure of chance they take."

The definition of safety education according to the AACTE and the National Safety Council:

" 'Safety education' is defined as that area of experience through which boys and girls learn to make wise choices when the possibility of injury to self or others is one of the factors involved. 'Wise' choice does not necessarily connote avoidance of the possibility of injury but does connote conscious consideration of the safety factor involved."

The *Newsmagazine* of the New Jersey Vocational and Arts Association recently devoted an entire issue to safety.

The editorial for the issue, signed by William M. Devonald, concludes:

"We believe that in the final analysis safety education must become education in personal psychology. It must become, somehow, part and parcel of the human equation of the student. It must enter his heart and become part of his personal code. It must become ingrained in his being and automatic in response. It must become part of his way of life. It must appeal to emotion, to sense of honor, to fair play, to love of family.

"In short, teaching the rules of safety and enforcing safety regulations are not enough. To teach safety means to teach socialized living in the highest sense of the word.

"In fact, Safety education is general education in the liberal art of cooperative living."

WAYN, an independent radio station in Rockingham, North Carolina, is offering a $50 and a $25 U. S. Defense Bond to the two Richmond County high school pupils who write the best essays on How to Stop Accidents in 1952.

The station used 1085 sustaining and 130 sponsored safety announcements in January.

SAFETY TEACHING REALLY



Takes

when, as in the Health and Personal Development Program, it is grounded in a thorough understanding of children and of their mental, emotional, and social needs.

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GOOD TIMES WITH OUR FRIENDS (Grade 1)
THREE FRIENDS ..... (Grade 2)
FIVE IN THE FAMILY..... (Grade 3)
THE GIRL NEXT DOOR..... (Grade 4)
YOU ..... (Grade 5)
YOU AND OTHERS..... (Grade 6)
YOU'RE GROWING UP..... (Grade 7)
INTO YOUR TEENS..... (Grade 8)

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3¾" ARM BANDS
Celluloid front—metal back. Web strap and buckle attachment.
No. 33 Blue on white JUNIOR SAFETY PATROL.
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SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN
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SIGNAL FLAGS—12x18 Inches
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Write for our Safety Patrol Circular
OUR RECORD 52 YEARS

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New Mexico

from page 4

vehicle division, insurance companies, and the American Red Cross.

The progress which has been made is a reflection of driver outlook yesterday, today and tomorrow. It is a chain reaction which is comparable to yesterday's recognition of safety shortcomings, today's preventives, and the resultant clean records and excellent service tomorrow.

3,325 Bus Accidents Reported by 39 States

Fifteen additional states have made their 1950 Annual Inventory of State Traffic Safety Activities since Marion Telford wrote the summary (See *School Bus Accidents Kill 27, Injure 864*) for SAFETY EDUCATION, January, 1952.

The total number of school bus accidents occurring in 1950 as reported by 39 states is 3,325. In these accidents 28 pupils and 10 "others" were killed; 1,190 pupils, 11 other school bus passengers, 33 school bus drivers, and 231 "others" were hurt.

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Federal Yellow Flags with desired lettering and Yellow Raincoats with Hats and Cape Caps to match complete the attire of your School Patrol.

Endorsed by Safety Councils, Auto Clubs and School Authorities Everywhere

The M. F. MURDOCK CO.
AKRON 8, OHIO

Ten collision with railroad trains were reported with 212 persons injured and no fatalities.

Other types of accidents reported and the number of such accidents are:

Collision with one or more vehicles, 2,572.

Other types of collision, 385.

Non-collision accidents, 200.

Pupil struck crossing road to board or after alighting from school bus, 158. In this type of accident 15 pupils were killed, 121 were injured, and two "others" were hurt.

Oklahoma Reports 100 School Bus Accidents

Thirty one hundred and thirty two buses are used in Oklahoma to transport pupils to and from school. Seven hundred and thirteen of the drivers of these buses have had a course in school bus driving. Had the accident rate for all the bus drivers been the same as for those drivers who have had special training there would have been nine school bus accidents in Oklahoma last year.

There were 100 accidents in Oklahoma involving school buses during the 1950-51 school year according to a special report prepared by Henry A. Vaughan, supervisor of school bus safety for the state board of education. Oklahoma schools operated 3,132 buses transporting 112,047 pupils in that period.

There were no school bus fatalities but two were reported for "other vehicle." There were 26 school bus (pupil) injuries, three while walking immediately to or from the bus, and five "other vehicle" injuries.

In none of the accidents had the school bus driver been drinking although there were ten arrests made where bus drivers had been violating the vehicle code, the number of violations without arrests was not stated.

Defective steering mechanism was reported for one involved bus, stop lights not working for one other, and "defects not known" for 18 others.

Hours free of accidents were reported from 10 to 11 a.m., from 11:30 a.m. to 12 m., and from 7:30 to 9 p.m. Seventy of the accidents occurred during daylight.

The report states that of the 3,132 school bus drivers in the state 713 have had a school bus driver training course. Of the 100 accidents reported two involved drivers who had had the training course.

Florida Reports 66 School Bus Accidents

There were 66 accidents involving school buses in Florida in 1950 according to a recent special report. Florida schools operate 1,822 buses transporting 159,849 pupils.

There were four fatalities. It was not stated that the fatalities were pupils. One fatality occurred in a pedestrian accident, one in a collision with another vehicle, one when a bus ran off the roadway, and one where the type of the accident was not stated.

In none of the accidents was the school bus driver under the influence of alcohol although there were 26 school bus driver traffic violations reported.

The bus' steering equipment was defective in two accidents, the brakes defective in one.

One accident occurred at a railroad crossing.

Hours free of accidents were from 3 to 6 a.m., 9 to 10 a.m., 11 a.m. to 1 p.m. and 9 to 11 p.m.

Fifty-five of the accidents occurred during daylight.

Two NEA Bulletins on Safety

FIRE SAFETY: FOR SENIOR HIGH SCHOOLS, the fourth and final bulletin of the fire safety series of the National Commission on Safety Education of the NEA.

SAFETY IN PHYSICAL EDUCATION FOR THE CLASSROOM TEACHER by the National Commission on Safety Education of the NEA.

Firearms

from page 18

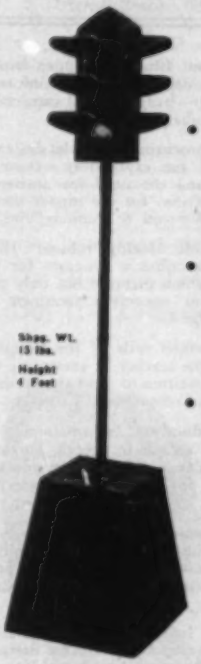
automatic jams, remove the clip before attempting to correct the condition.

27. A gun should be cared for just as any other fine piece of machinery. All corrosive chemicals should be removed from the bore or rifling. All dirt and dust should be removed from the outside. No excess oil should be left on the action.

28. All guns should be kept unloaded; out of the reach of all irresponsible persons, children or adults. The gun should be cleaned when the cleaner is alone after every precaution has been taken to see that all cartridges have been removed.

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TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Safety Patrol Equipment:** Illustrated "open letter" to safety patrol directors includes complete information on uniform equipment—badges, belts, caps, raincoats and accessories. Graubard's, Inc.

2. **First Aid Use of Mercurochrome:** Booklet designed for those teaching first aid, has explanatory section on the nature of infections and the need for antiseptic measures and includes directions for the proper use of mercurochrome. Hynson, Westcott & Dunning, Inc.

3. **"Athlete's Foot—A Public Health Problem":** Illustrated, 36-page booklet describes a program for the control of athlete's foot which includes not only preventive measures but also suggested treatment of simple infection. C. B. Dolge Co.

4. **"Teaching Hints":** Booklet tells of the Compton program designed to aid the teacher in presenting up-to-date reference material written to meet the needs of various grade levels. F. E. Compton and Company.

5. **Tape Recorders For Education:** Information of the use of tape recordings as an aid in speech, language and music courses, includes details on reproduction qualities and instructions for operation. Magnecord, Inc.

6. **Wooden School Furniture:** Illustrated folder shows the complete line of Milton Bradley school furniture, and offers assistance to those who have furniture problems which require "tailoring." Milton Bradley Company.

7. **Safety Teaching Aids:** Information on material for a health and personal development program designed to stimulate children's responsibility for their own and other's safety. Covers first through seventh grades. Scott, Foresman & Co.

SAFETY EDUCATION MARCH, 1952
425 North Michigan Avenue, Chicago 11, Ill.

Please have sent to me the publications checked.

1	2	3	4	5	6	7
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Name.....

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School.....

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Sociology Journal Issue Is Devoted to Safety

The *Journal of Educational Sociology* announces a special, safety, issue entitled Education for Safe Living. The issue editor is Herbert J. Stack, director of the Center for Safety Education, New York University, who also contributes an article. There are eleven other contributors to the issue including Ned H. Dearborn, president of the National Safety Council; Norman Damon, Automotive Safety Foundation vice-president, and Dean M. R. Trabue, chairman of the National Commission on Safety Education of the NEA.

School and college administrators, teachers, leaders in community safety organizations and all others concerned with safety will find the issue interesting and challenging.

Britton Wins

from page 21

the Public Safety and Accident Prevention class at the University of California. The final selections were made by a committee composed of Wayne P. Hughes of the school and college division of the National Safety Council, chairman, Roy Rogers and Dale Evans of the motion picture industry, and Cecil Zaun, supervisor of safety for the Los Angeles public schools. Corning schools, Numbers 1, 2 and 3, District 9, Corning, New York, was the second place winner. Third place went to Whittier school, Toledo, Ohio. Fourth and fifth places went to Balboa school, Glendale, Cal., and Dupont school, Old Hickory, Tenn.

Presentation books of these five winners were on display at the 39th National Safety Congress. Previous first place winners have been the John M. Patterson school, Philadelphia, and Balboa school, Glendale, Cal.

Chairman of the 1951-52 award committee is Francis L. Bacon, University of Los Angeles.

Information for entries may be obtained from Roy Rogers Safety Headquarters, 1418 North Highland Avenue, Hollywood 28, Cal.

ACCIDENTS
Divide income
Multiply worries
Add personal discomfort
Subtract from the future
—Branding Iron
Denver (Col.) Safety Council

THE LONG AUGUST NIGHT WAS HOT—but not as hot as the bitter fighting that raged about Agok, Korea, in the Naktong River area. Sergeant Kouma, serving as tank commander, was covering the withdrawal of infantry units from the front. Discovering that his tank was the only obstacle in the path of an enemy breakthrough, Sergeant Kouma waged a furious nine-hour battle, running an eight-mile gantlet through enemy lines. He finally withdrew to friendly lines, but not until after his ammunition was exhausted and he had left 250 enemy dead behind him. Even then, although wounded twice, he attempted to resupply his tank and return to the fighting.



"A withdrawing action is not my idea of how Americans should fight," says Ernest Kouma. "If we must fight, let's be strong enough to take the offensive. In fact, *if we're strong enough*, we may not have to fight at all. Because, nowadays, *peace is for the strong.*

"So let's build our strength—let's build and build to keep a strong America at peace. That's where *you* come in. You can help by buying U. S. Defense Bonds. Buy as many Bonds as you think you can afford. Then buy some more. It's a far less painful sacrifice to build for peace than it is to destroy in war. And *peace* is what you're investing in when you buy Defense Bonds."

★ ★ ★

Remember that when you're buying bonds for national defense, you're also building a personal reserve of cash savings. Remember that if you don't save regularly, you generally don't save at all. So sign up in the Payroll Savings Plan where you work, or the Bond-A-Month Plan where you bank. For your country's security, and your own, buy Defense Bonds now!

Peace is for the strong...
Buy U. S. Defense Bonds now!

M/Sgt. Ernest R. Kouma
Medal of Honor





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Doctors have used 'Mercurochrome' for more than 28 years.

Keep a bottle of 'Mercurochrome' handy for the first aid care of all minor wounds. Do not fail to call a physician in more serious cases.

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